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**Go Bulldogs!**

**A Note From Principal Parker**

Dear Parents,

Welcome to John Dewey Metropolitan High School! Our administrators, teachers, and staff are excited to meet your students and help them to become successful and productive young adults. Here at J.D.M. High School, we take education seriously and look forward to instilling your children with the confidence to become active learners and lifelong knowledge-seekers based on the theories and ideas of Progressivist John Dewey. Dewey believed students learn best when they feel connected to the information and when they contribute to each other’s learning. Based on these beliefs, we focus on having the students work together and help them see the connections between what they are learning today and how it will benefit them in the future. We know that students learn more effectively and have more fun when they have an interest in what they are learning, so we give them the privilege and responsibility to contribute to the direction of their own learning. We want to know what they care about, what they enjoy, and what they want to do in the future and encourage them to incorporate the knowledge they gain into their everyday lives and aspirations for their bright futures.

Sincerely,

Francis Parker

All my Best,

**Francis Parker**

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John Dewey Metropolitan High School

*J.D. High’s mission is to facilitate an environment that promotes essential problem solving and critical thinking skills resulting in active community leaders.*

J.D. Metropolitan High School’s progressive shift opened a multitude of doors for the Language Arts curricula. Acknowledging that each student is shaped by his or her experiences, units are designed to reach out and engage the individual learner. Students will enter the world prepared with the enduring understanding of literature’s many capabilities and the responsibility each citizen has to utilize them.

Each class will offer a variety of fiction and nonfiction pieces written by local authors, authors advocating social reform, members of Oregon State Legislature, and individually chosen authors of the student’s interest. This will allow students to investigate the ways literature relates to themselves and their environment.

Writing techniques will involve creative forms of expression, writing with a purpose and co-writing a play within a group. Each grade will have a age- specific writing project that will require students to research a political topic of personal interest to them and write a persuasive letter to their Senator. They will explain, in depth, their reasoning for the importance of their topic and suggestions the Senator should consider.

# What’s Happening in Language Arts?

Spotlight on Mr. Cobb

J.D. High welcomes Michael Cobb to the Language Arts community. Mr. Cobb previously resided in Boston where he received his MA in Political Science and Education and was co-chair of the School Board from 2006-2010 in Zone 11. As the co-editor of *Education in Action: On Merging Students, Civics and Literature.* Mr. C brings to the table knowledge and passion for civic responsibility from a Language Arts perspective. Along with facilitating the 9th and 11th grade literature classes, Mr. Cobb will be the head coordinator of the school’s voting booths. An avid participant in theatre productions throughout his life, he looks to encourage students to go beyond the text and find an opportunity to “relate their personal experiences to each step of the protagonist” through local theater and literary readings.

Voting

## Upon joining our staff at JDH four years ago Mrs. Wellstone has made a huge impact on how our department and students see and experience history. Her enthusiasm is as one student put it “infectious,” and her passion for US History is reflected in the exciting projects and re-enactments her students produce. By allowing her students the freedom to choose the topics that most interest them and giving them the tools to study them more in depth, students feel in charge and responsible for their education! When asked what makes her such a successful educator, she modestly replied “Education isn’t about me, it’s about the students! It’s about finding what’s important to each student and letting them explore and relate past events to their own lives to make it meaningful to them.” Well said Mrs. Wellstone!

Spotlight on Mrs. Wellstone

**J.D. High Welcomes Congressman Daniel Hu**

On October 12th Congressman Daniel Hu will speak to all 12th grade students at 10 a.m. in the cafeteria to share his experiences in the House of Representatives and the rewards associated with a life dedicated to public service. His message will encourage community involvement on a number of levels including volunteer work, mentoring, and careers in government. The students will have the opportunity to ask the Congressman questions and there will be a meet and greet immediately following the assembly. The students will discuss their experiences with each other and their Government classes in the following days.

With the exciting new changes the school’s philosophy has undergone, the Social Studies program plans to create an environment rich in active learning. This is a particularly hard challenge for our department considering the, shall we say, passive nature of history! Most adults and students often reflect upon their history class as an experience rife with memorization of dates and events without really ever connecting to those events personally. We intend to change that by bringing history to life for our students! We will integrate group activities and encourage a discussion-rich environment. We will foster creativity by incorporating re-enactments of historical events, bring in exciting experts to speak to classes, and teach history in a way that the students can relate to and will significantly resonate in their minds for the rest of their lives. Look for field trips later this year to the Oregon Historical Society and a multi-disciplinary unit trip to the Portland Art Museum.

What’s Happening in Social Studies

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(continued)

Our theme for this year’s Senior Project is “Theory of Experience”. Students will be able to volunteer at a homeless shelter in our community and will need to choose from the following task: Interacting with students on a non-academic basis (board games, art projects, team sports, mentoring). Meal preparations and clean up, academic support (math, English, social studies etc.). 30 hours is required, but not limited in compliance to successfully completing the project. Two components that will be the focuses are; Continuity and Interaction. We will provide our students with skills necessary to interact in the real world. In hopes that this experience will provide students to become a valued, equal and responsible citizen of society, our goal is to increase the social approach to education. Realizing that these interactions can help our students to garner as much experience from positive and or negative exchanges, we want to ensure that students learned experiences would influence student’s future experiences. By having students volunteer, this will expand education from the four walls of the school, and create an opportunity for students to learn from others, from the community and from designing their map of experience. Students will draw from their overall experience, and write a 3-page reflection including an explanation of their actual experience with volunteering, interactions with individuals, what was learned, and what can presently be taken away from the overall opportunity that can help them in their future. This reflection will be the foundation of assessment. Please remember to treat this like a job. Act professional, perform assigned duties and arrive on time. If you have any questions, please contact Ms. Dennis in the Foreign Language Department.

Calendar of Events

for September

5th “Talk and Chew”. Parent Site Council meeting.

9th School-wide voting on school related issues.

13th Community clean up

16th Community garden clean up

30th Senior Project draft due.

Q. How does J.D.H. make executive decisions concerning the schools environment?

A. We believe in a democracy ran school environment. Every child plays an active role in voting for such things as; the lunch menu, school uniforms, student body representatives, and other issues concerning our school. We encourage everyone’s public opinion to be heard and this can be done by communicate to acknowledge the issues that need to be changed in order to create a positive school environment.

Q. What is the foundation of the curriculum here at JDH?

A. Our curriculum is based on two core values: Education and Learning. Education and Learning are social and collaborating processes, in which the school itself plays as a social organization. Through social reform, we have learned that students flourish in an environment where they are allowed to experience and interact with the curriculum. This is significant because we want all students to have the opportunity to take part in their own learning. School isn’t just a place to gain knowledge, but is also a guide in how to live in society.

Q How does learning look in the classrooms?

A. We do not focus solemnly on curriculum, but the curriculum is available to guide students in their own way of leaning. Education is most effective when the content is presented in a way that allows the student to relate the information to prior experiences, Connecting curriculum with new, and prior knowledge, helps students to be able to take away from their school journey, engage their interests and cause for thinking critically to the content presented. We insure that all students are actively responsible for their leaning.

Here are a few resources that can answer further questions; *The School and Society, The Child and the Curriculum, Schools of Tomorrow, and Democracy and Education.*

Theory of Experience through Senior Project

Student and Parent Q&A

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